

Supplementary Material

Patient perceptions of barriers to attending annual diabetes review and foot assessment in general practice: a qualitative study

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STUDY A/B: SEMI-STRUCTURED PATIENT INTERVIEW GUIDE

These questions are a guide to help the interviewer to remember topics they want to include. The interviewer is free to ask additional questions during the interview and to respond to issues or questions raised by the participant. The order of questions may differ in individual interviews depending on the flow of the interview and participants' response. The interviewer needs to build rapport, listen carefully and allow pauses and thinking time for the participant. The interviewer needs to allow for *elaboration, probe by asking for clarification, details and examples*.

Nurse diabetes clinic refers to the annual diabetes review nurse-led clinic.

Introduction

Welcome participants and explain the topic of interview, why their views are important, and the concept of semi-structured interviews

Hello, my name is _____ and I am a _____. I am doing some work with the University of Otago trying to improve foot care to people with diabetes. I'd like to invite you to answer a few questions that should hopefully only take around 30-40 minutes (maximum 60 minutes). Taking part is not mandatory and saying no won't affect the treatment/care you receive. Follow-up will not be required after this interview. I will record our conversation to analyse it later. Your answer will all be kept confidential so your name won't be attached to your answers. You do not have to answer anything you do not feel comfortable answering. Please let me know if any of the questions make you feel uneasy or bring up negative emotions.

Our conversation will be about your thoughts on foot care as well as attending the nurse diabetes review clinic. In the nurse diabetes clinic, a nurse will check your blood glucose level, make sure you haven't developed diabetes complications, and offer you advice. This review includes a foot exam and checking that you do not have nerve damage or poor blood supply. Attending the clinic can be difficult for many patients.

The goal of this interview is to understand your experience and thoughts on foot care and attending the nurse diabetes clinic.

Thank you so much for your participation. It is valuable for us to hear from you.

#	Domain	No	Question	Explanations/Probes/Follow-up questions
X	About you, diabetes history, and foot care [building rapport, introducing topic]	X	<p>Tell me a bit about your diabetes.</p> <p>Have you been checked out in the past for any diabetes complications?</p> <p>What do you do for yourself, to help your feet stay healthy?</p> <p><i>Imaging the following:</i> Your GP practice nurse phones you up and offers a free foot check, next week.</p> <p>What sort of things would be going through your mind, after getting this phone call?</p>	<p>FU – How long have you had it for? What treatments have worked best for you?</p> <p>Probe – For example, regular blood tests, eye screening, foot checks.</p> <p>FU – If yes, can you tell me a bit more about how this was done?</p> <p>Explain – This might include both what you do at home and what is done at appointments at the practice.</p> <p>FU – If you had the time or money to do more for your feet, what extra things would you think of doing?</p> <p>Explain/probe – These include everyday practicalities of taking up this offer.</p> <p>FU – If not likely to take it up, is this because of any specific barriers?</p>
1	Knowledge and perception of proper foot care	1	How would you describe proper diabetic foot care?	Explain – this might include both what you do at home and what is done at appointments at the practice.
		2	What do you know about the relationship between diabetes and foot complications?	Probe – Foot complications include numbness or tingling, poor blood supply, ulcers and amputations.
		3	How do you get information about proper ways to keep your feet stay healthy?	<p>Explain/FU – Have your GP or practice nurse or other professionals explained proper foot care to you? If so, what have you been told?</p> <p>FU –</p> <ul style="list-style-type: none"> - Can you give an example of what was said to you? - What do you think of this information? - What helped the most or least? Can you give example(s)? - Did you make any changes? If yes, what? If no, why?
		3	What are the things that may put people with diabetes, like yourself, at risk for developing foot ulcers and/or amputation?	

		4	Has diabetes affected your feet?	Probe – For example, loss of sensation, poor blood supply, ulcers, amputation. FU – If yes, in what way?
2	Barriers to adequate foot care	1	For you, what, if any, makes it easier for you to adequately care for your feet?	Probe: as below #2
		2	For you, what, if any, makes it hard/difficult for you to adequately care for your feet?	Probe – Other people with diabetes told me that certain things in their lives and related to the healthy system stop them from regularly checking their feet, seeking medical care if they develop a wound, attend their diabetes reviews etc. Is there anything
		3	What foot care services were offered to you by your GP or nurse or other healthcare professionals since your diabetes diagnosis?	Explain - For example, what services accessed since diagnosis? Probe – For example, yearly foot checks, podiatrist review, special footwear, referral to the local Diabetes Centre. FU – How was your experience?
3	Knowledge of and barriers to attending nurse-led annual diabetes review	1	Do you think that regular once a year foot check by your practice nurse would have any health benefits for you?	Probe – checking if your feet are numb, blood supply is reduced to your feet, referring you to the hospital or diabetes centre for specialist care (podiatrists, diabetes doctor, imaging to check blood supply to your legs).
		2	Study B: Were you told about the free diabetes annual review clinic? Study A: When were you told about the free diabetes annual review clinic?	Study B: FU – If yes, who told you? What information was given? Were you told what it would cover, who would deliver it, who else would go/can come? Study A: FU – Who told you? What information was given? Were you told what it would cover, who would deliver it, who else would go/can come?
		3	Study A: Can you tell me all of the reasons that made you attend the yearly nurse diabetes review clinic?	Probe - For example, GP/nurse advice; timing/location; content of review; work; travel/transport
	We understand that some patients do not attend the diabetes nurse clinic. We are interested to find out why.	4	Study B: <i>Imaging the following:</i> Your GP practice nurse phones you up and offers a you a free diabetes and foot check next week. Would you attend the appointment?	FU – Can you tell me about your thoughts and experience? Can you tell me all of the reasons that stopped you from attending the yearly diabetes review clinic at your practice nurse?

			<p>Study A: If you attended the nurse clinic,</p> <ul style="list-style-type: none"> - Describe your experience. - How useful was the nurse clinic to you? - Did you perceive any improvement/benefit after attending the clinic? 	<p>Probe – For example, GP/nurse advice; timing/location; content of review; work; travel/transport issues; language.</p> <p>FU – What would have made you more interested in attending the diabetes nurse clinic? What do you think could be done to remove these barriers?</p>
4	Preferred methods for foot care education and professional foot care	1	Have you previously looked for information to help you keep your feet healthy?	<p>FU – Where did you look?</p> <p>Probe - For example, social media, websites, local patient diabetes groups?</p>
		2	How would you like to learn more about how to better care and protect your feet?	Probe – For example, discussion with your GP or practice nurse, handouts, video clips, group education sessions.
		3	What would be the ideal setting, time and location for you to attend diabetes foot check appointments?	
		4	What suggestions do you have to improve foot care education and foot care services at your GP practice?	FU – If Māori participant, do you have any practical advice you'd like to share with Pākehā nurses and doctors, about caring for Māori with diabetes?
5	Summary	1	Was there anything I left out?	
		2	Anything else you would like to tell me?	

COREQ (COnsolidated criteria for REporting Qualitative research) Checklist

A checklist of items that should be included in reports of qualitative research. You must report the page number in your manuscript where you consider each of the items listed in this checklist. If you have not included this information, either revise your manuscript accordingly before submitting or note N/A.

Topic	Item No.	Guide Questions/Description	Reported on Page No.
Domain 1: Research team and reflexivity			
<i>Personal characteristics</i>			
Interviewer/facilitator	1	Which author/s conducted the interview or focus group?	
Credentials	2	What were the researcher's credentials? E.g. PhD, MD	
Occupation	3	What was their occupation at the time of the study?	
Gender	4	Was the researcher male or female?	
Experience and training	5	What experience or training did the researcher have?	
<i>Relationship with participants</i>			
Relationship established	6	Was a relationship established prior to study commencement?	
Participant knowledge of the interviewer	7	What did the participants know about the researcher? e.g. personal goals, reasons for doing the research	
Interviewer characteristics	8	What characteristics were reported about the interviewer/facilitator? e.g. Bias, assumptions, reasons and interests in the research topic	
Domain 2: Study design			
<i>Theoretical framework</i>			
Methodological orientation and Theory	9	What methodological orientation was stated to underpin the study? e.g. grounded theory, discourse analysis, ethnography, phenomenology, content analysis	
<i>Participant selection</i>			
Sampling	10	How were participants selected? e.g. purposive, convenience, consecutive, snowball	
Method of approach	11	How were participants approached? e.g. face-to-face, telephone, mail, email	
Sample size	12	How many participants were in the study?	
Non-participation	13	How many people refused to participate or dropped out? Reasons?	
<i>Setting</i>			
Setting of data collection	14	Where was the data collected? e.g. home, clinic, workplace	
Presence of non-participants	15	Was anyone else present besides the participants and researchers?	
Description of sample	16	What are the important characteristics of the sample? e.g. demographic data, date	
<i>Data collection</i>			
Interview guide	17	Were questions, prompts, guides provided by the authors? Was it pilot tested?	
Repeat interviews	18	Were repeat interviews carried out? If yes, how many?	
Audio/visual recording	19	Did the research use audio or visual recording to collect the data?	
Field notes	20	Were field notes made during and/or after the interview or focus group?	
Duration	21	What was the duration of the interviews or focus group?	
Data saturation	22	Was data saturation discussed?	
Transcripts returned	23	Were transcripts returned to participants for comment and/or	

Topic	Item No.	Guide Questions/Description	Reported on Page No.
		correction?	
Domain 3: analysis and findings			
<i>Data analysis</i>			
Number of data coders	24	How many data coders coded the data?	
Description of the coding tree	25	Did authors provide a description of the coding tree?	
Derivation of themes	26	Were themes identified in advance or derived from the data?	
Software	27	What software, if applicable, was used to manage the data?	
Participant checking	28	Did participants provide feedback on the findings?	
<i>Reporting</i>			
Quotations presented	29	Were participant quotations presented to illustrate the themes/findings? Was each quotation identified? e.g. participant number	
Data and findings consistent	30	Was there consistency between the data presented and the findings?	
Clarity of major themes	31	Were major themes clearly presented in the findings?	
Clarity of minor themes	32	Is there a description of diverse cases or discussion of minor themes?	

Developed from: Tong A, Sainsbury P, Craig J. Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. *International Journal for Quality in Health Care*. 2007. Volume 19, Number 6: pp. 349 – 357

Once you have completed this checklist, please save a copy and upload it as part of your submission. DO NOT include this checklist as part of the main manuscript document. It must be uploaded as a separate file.